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Chanticleer





Chanticleer

Volume LXXVI

Edited by
Dana T. Goodall

Duke University • Durham, North Carolina

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Suzanne J. Wasiolek



Dean of Student Life. The 1988 Blue Devil.



So you wake up. Were you out late last night? Were you guzzling beer into the wee hours? Were you making eyes at someone across a smoke-filled Hide-away? Your mouth tastes like an egg. Maybe you were out eating eggs. Someone is pinching the muscle that runs from your shoulder to your cranium. And someone else is jumping on your delicate fontanelle. You have a headache. You're still wearing your jeans, socks, and shoes even. But your shirt is tied in a knot on the bathroom floor. You're in the bathroom. More precisely, you're in the bathtub and the fluorescent light above the sink is on. You think that a bathtub is just a big sink. You wonder if perhaps you have become tiny like Alice in Wonderland, and are actually lying in the sink.

You stand up, get out of the tub and look in the mirror. You sit down. Why are there pen lines all over your face? Why is your nose painted red? You stand up again and walk into the kitchen. There are dishes in the kitchen, and cups and plates and cans. A radio tells you that it's Friday. You have class today. There was a game last night. That's it! King and Strickland and Ferry, huge lumbering dancers dropping balls into nets. The crowd shouting so loud for defense that your head started to ring and colors danced in your vision. The law students behind you kept asking you to sit down, and finally you turned around and told them to stand up. Then the law students were quiet and Duke won the game. And the noise...There's a skillet in the living room with some eggs in it.

You've taken a shower, dressed and put some books in your ruck sack. That's what your Dad would call it. A ruck sack. You'll be seeing your

Dad soon, and your Mom. They'll be sitting in the hot Carolina sun and sweating and trying to see which one of those robes has you in it. And you'll be sitting at the twenty yard line listening to a cartoonist give your commencement address. You put a notebook in your ruck sack and walk out the front door. East Campus is near by.

The breeze is warm and you can smell tobacco. It smells like the pouch of tobacco your uncle used to keep on his study desk. It's springtime in Durham. An old lady is walking her dog, and a fat person is walking intensely in sweats. The old woman doesn't look at you, but you watch her. She is talking to her dog. The fat person lifts her arms very high with each stride. Rice dieter.

You have class in Carr. The class is called Greek and Roman Construction, and you're learning about how the Greeks and Romans built roads and bridges and aqueducts. Why are you studying this?, you wonder. Their governments collapsed, but they could pave like nobody's business. You worry about how American has a good highway system. You walk into class and as you sit in one of the long benches of school desks you wonder how old it is. You think it must be very old, because of all the signatures on it. Right in front of you someone had scratched into the wood, "Big Jelly is watching you." You think the desk must have been there since they built this place in the 1920's. You wonder, is it true that the site of East Campus used to be a horse racing track? You wonder, Where was the grandstand? It would have been right where the Union is now. You can still smell the tobacco in waves. Maybe they'll replace this old desk with a formica desktop and paint the walls lavender. Hey, it's the 1980's after all. You wonder why things

have to change.

A girl walks into class who is far too tan. She looks orange, and her hair is bleached. She is wearing a tank top, and you wonder if her hair is naturally white. You wonder how much that tan cost. Your nostalgia flickers. You want to graduate soon.

The professor walks into the room. He is bitter and cynical and has a moustache. You don't want to end up like him. Life seems so ironic to him that he's turned inward. He wears tweed and talks about "the system." He talks about how "the system" screws people over. Outside, the sweet breeze has picked up. The window rattles in its casement. He is telling you that the ancient Greeks had developed a simple steam engine. He finds this ironic, somehow. He talks about the sweep of history and makes an aside about Reagan. Somehow, he relates Reagan's two terms in office to the failure of the Greeks to develop the steam engine any further. The bell rings meaning the end of class. No, that was high school.

You decide to walk to West Campus to clear your head. People with ponytails run past you. Why is everyone's hair long? When did that happen? Did the Greeks wear long hair? The bagger at the A&P has a Roman haircut. Bangs brushed forward onto his forehead.

The leaves look sharp against the sky. They rustle and shift in the wind and you want to just lie down and listen to them. You walk past the Public Safety Building. A week ago you figured out that you've paid them enough in parking fines to buy a new Hyundai. One of those plastic ones. Four officers are writing tickets for cars parked in the Public Safety parking lot. A perfect

woman in a SAAB races past going about eighty. The cops wave. They must know her. You wonder how all these Duke students can get such good deals on SAAB's. Maybe there's a Burlington outlet for expensive Swedish cars.

You walk past the Admissions Building. A girl in a blue dress is walking in the front door with her parents. She looks nervous; like she smiled and smelled something bad at the same time. Four years from now she'll be walking down Campus Drive, you think, and she'll see a nervous high school student walking in that door. And that will keep happening for hundreds of years until The Pub sees old and quaint.

You remember when you had your interview. You asked about intramural sports. You just felt like you should ask something that made you sound enthusiastic and sporty. Your hands were moist when you looked through the course catalog as you waited downstairs. You couldn't believe there were course names with the word "sex" in them.

As you walk down Chapel Drive, you become part of a tour group. You remember when you were on a tour four years ago and the leaves were sharp against the sky and you wanted to be a doctor. Now you're approaching unemployment, and your best friend just got an offer for \$30,000 in New York. You told him that's not much to live on in New York just to make yourself feel better. You listen to the tourguide. She's talking about how the University was built in the 1920's by European craftsmen. You can't smell the tobacco any more here on West. But you can see the twin towers of the Chapel and the smokestacks. The tourguide is saying something about the architect and the endowment, and Olmstead

designing the grounds and “by the way he also designed Central Park in New York City,” and you think that’s sort of funny. You wish the Duke’s had built Duke in Beaufort, not Durham. Gothic spires and slate paved pathways leading down to the Atlantic Ocean. You think what the view from the chapel would be like if Duke had been built on the ocean. The group is moving again. You walk some more with the group. One guy in the back keeps looking at his watch and sighing, and you want to tell him something important.

Ahead is the chapel and the statue and the buildings laid out to the right and the left. Orange-grey stones and trees planted before the Depression. A bus sits in the circle. The tour-guide is someone you’ve seen almost every day for years, but never talked to. You always said “hi” when you passed each other by chance, and now you’re both about to leave this place. You wonder if she’ll miss Duke. You know you will.

Chris DePree

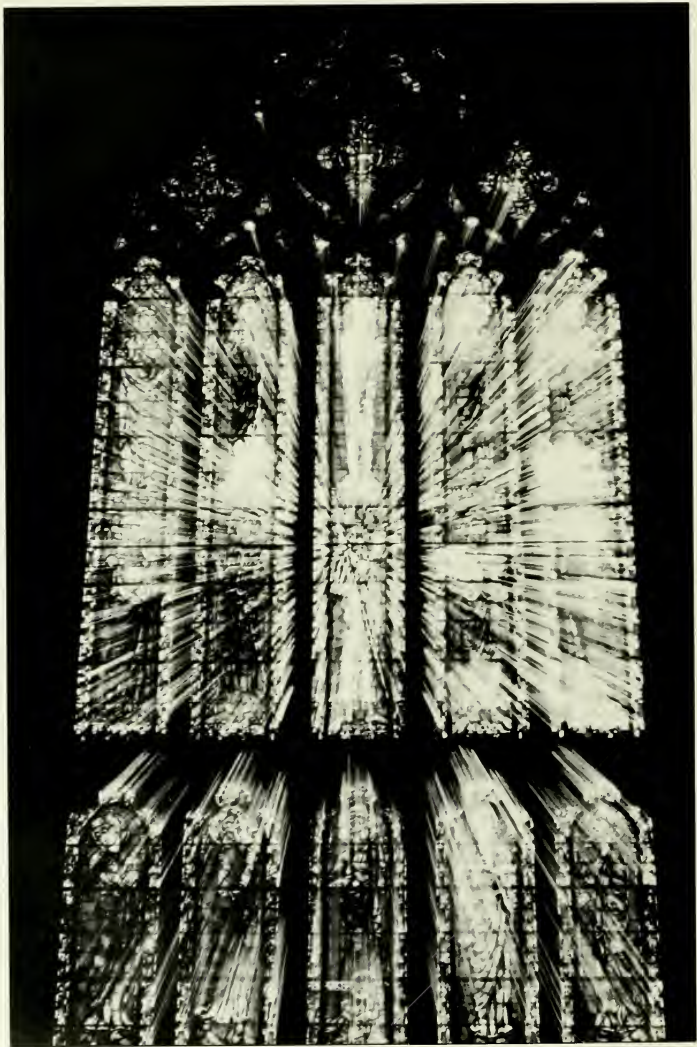


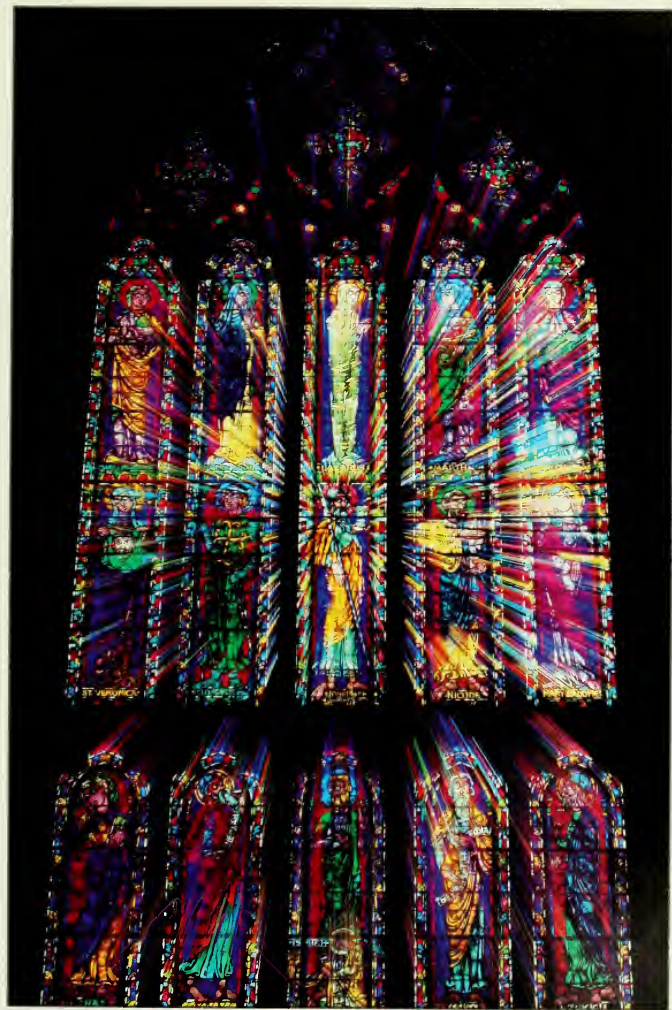




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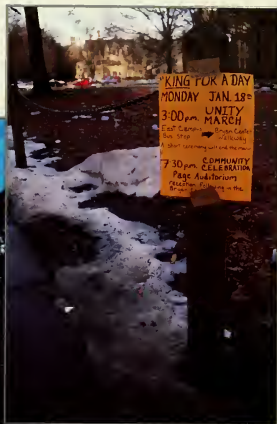


























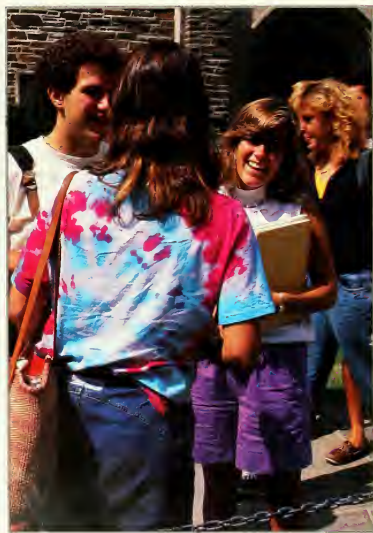
























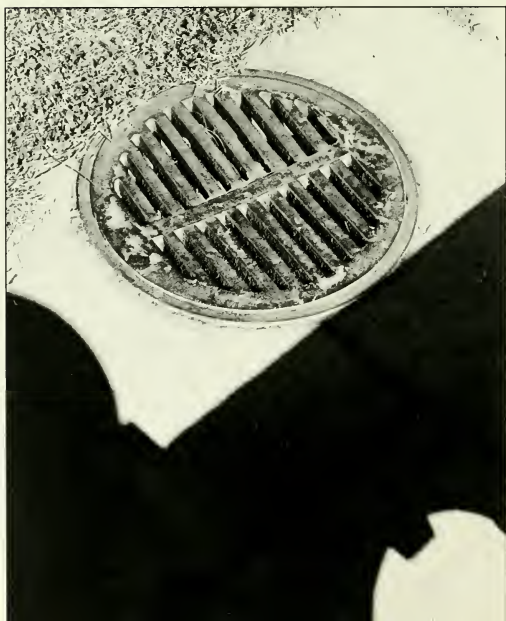














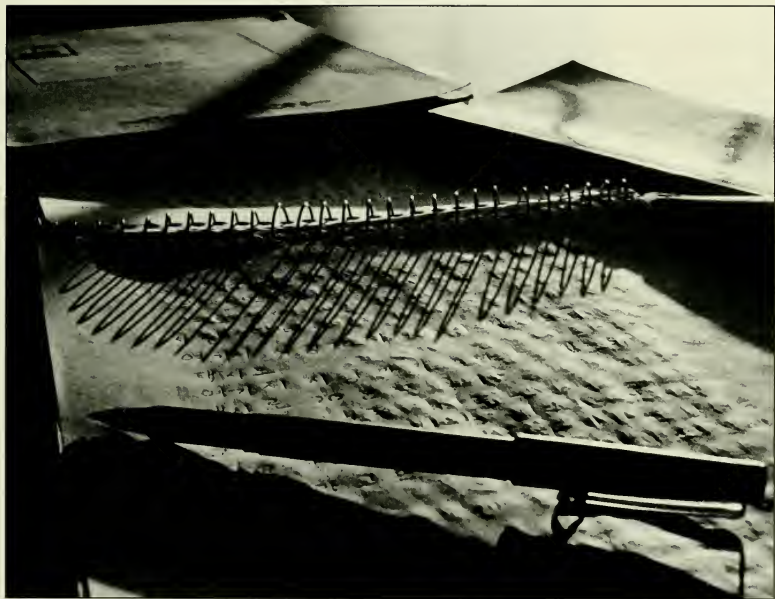


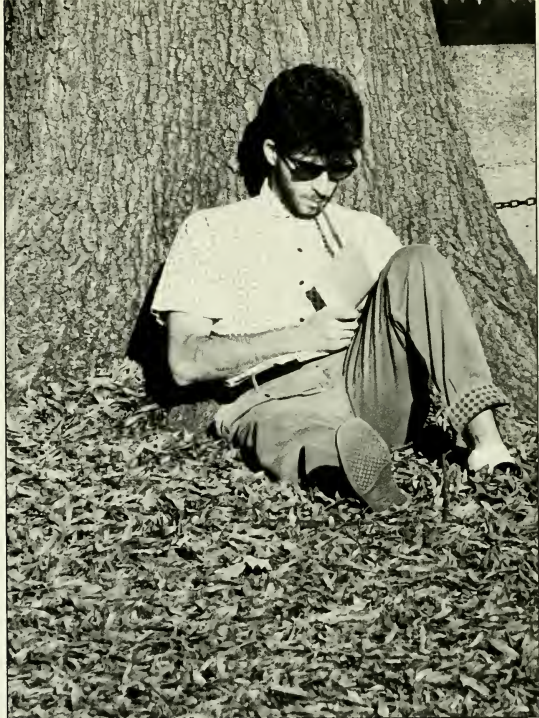


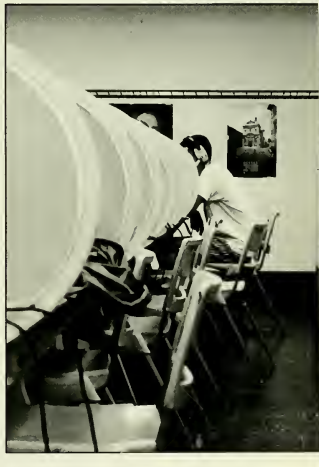




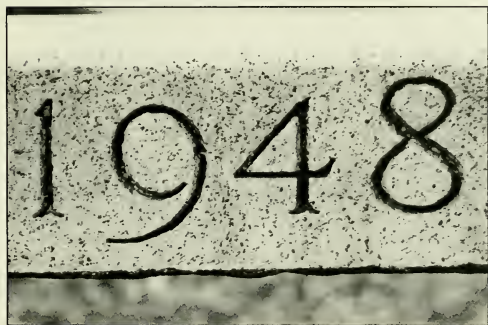


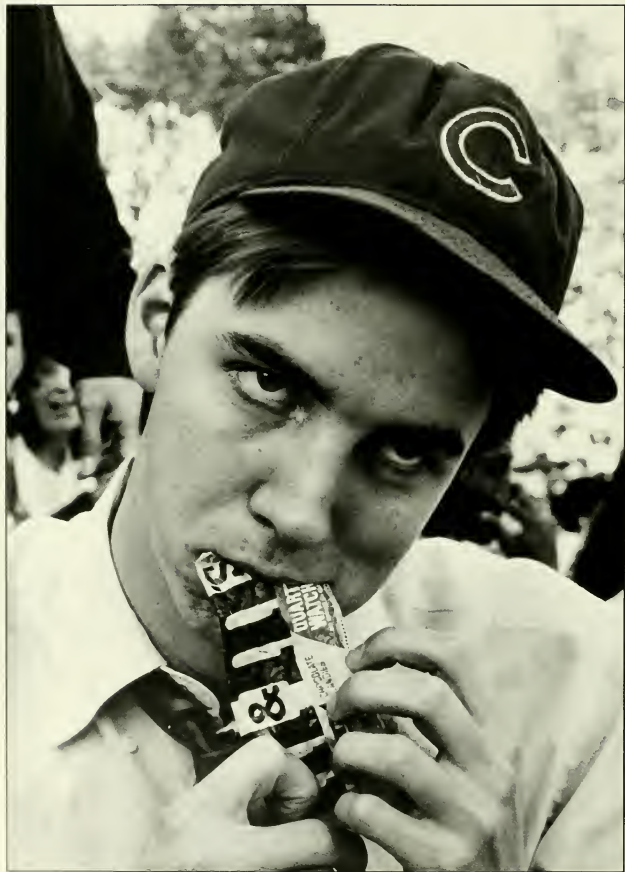












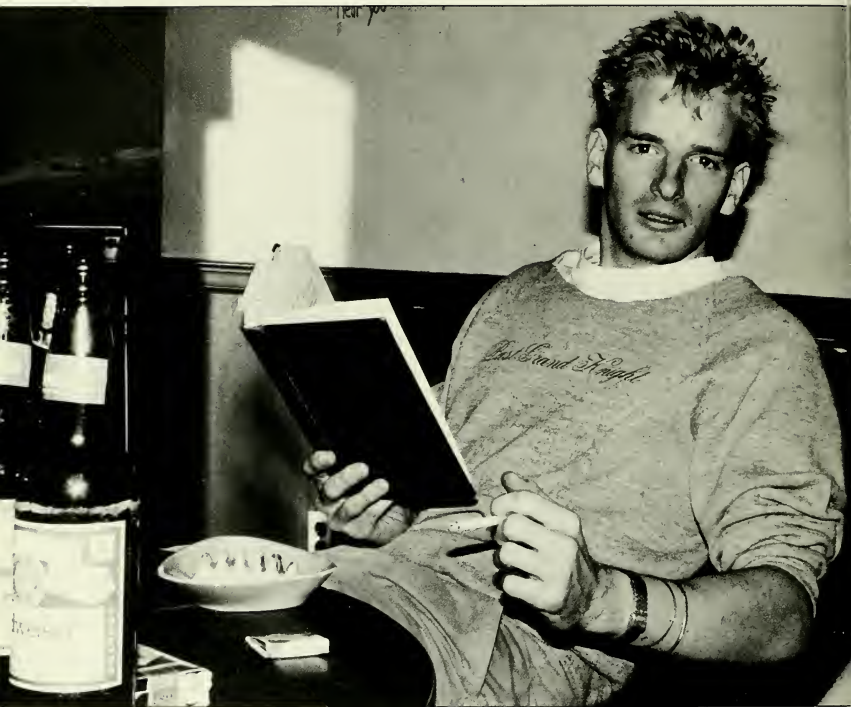


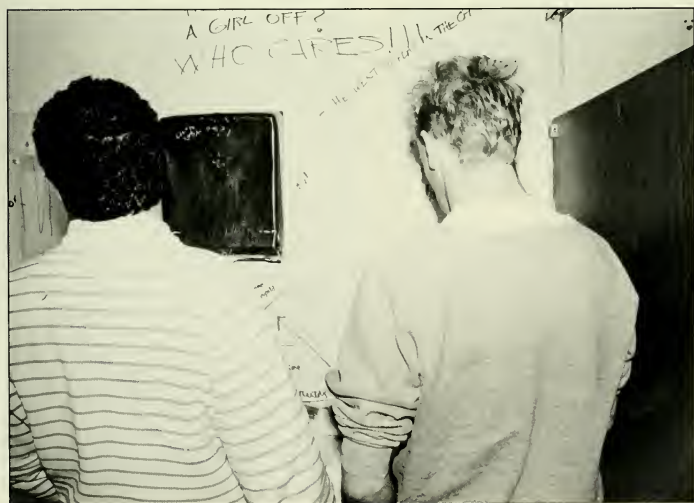


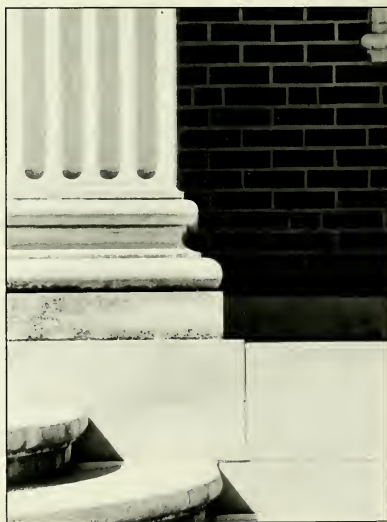








































































The Chronicle





WXDU

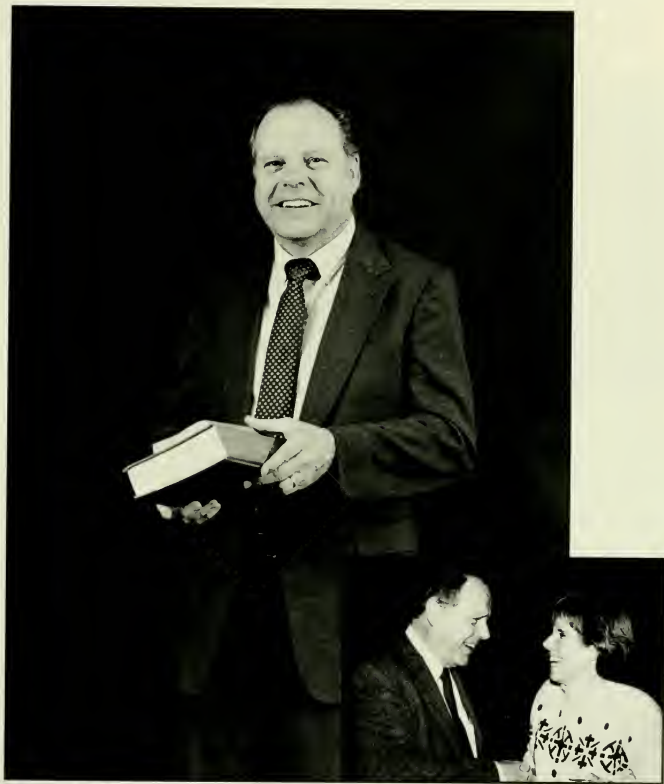


Cable 13



academics

Richard A. White, Ph.D.



Dean of Arts and Sciences and Trinity College. Professor of Botany.

Beaufort







Virginia R. Dominguez

Associate Professor of Anthropology Director of Undergraduate Studies

A very close friend of mine died of breast cancer a year and a half ago. I reacted, I think, the way most people do to losing someone they love forever — agonizing over the lost opportunities to give and to take, to learn and to teach, or simply to enjoy life a little more by sharing it with someone they trust. Like other people, I confronted the realistic fact of my own mortality by digesting the finality of hers but, more importantly and more constructively, I found myself compelled to take a good hard look at the quality of my life, the quality of our lives as individuals living in the United States in the late twentieth century and, ultimately, the very notion of quality of life. We spend so much time trying to become something and trying to get somewhere that we let time go by — lots of time — without stopping to examine who we are, how we are, and whether that is how we really want to be. How we earn our living is clearly a part of who we are, but it is how we are when we do what we do for a living that really matters. How will we feel about the choices we made, explicitly or implicitly, when at the age of 75 or 80 we look back on our lives knowing that we probably have little time left to correct anything in the way we led our lives, try

out something new, make a contribution to other people's lives, or simply learn something new? I, for one, know that I don't want to look back and feel that my life was decided by others, that it went by while I wasn't "looking." I'd hate feeling so passive because I feel I have contributions to make but, even more, I'd hate knowing in my gut that I had chosen to be passive.

Education is not just a preparation for life; it is a way of life. We choose how to approach learning, what we count as learning, and what we value as worthwhile learning. Universities may try to facilitate it, but they will never be able to dictate it. We choose to want to learn or to want to end our learning. We choose to learn or not to learn while we're in school, just as much as when we are formally out of school. We can always learn "facts" and formulas but, if learning them doesn't affect who and how we are as human beings, have we really learned anything?

Virginia R. Dominguez



Benjamin F. Ward

*Associate Professor of Philosophy
and Lecturer in Arabic
Assistant Dean for Residential Life*

Education — for what? For a career? Careers end, often abruptly. Jobs become obsolete, sometimes with little or no notice. For intellectual development or cultural enrichment? Intelligence — to what end? Intellect has many masters, some of them potential harmful or even life-threatening to the individual, society, or environment. It is also sobering to contemplate the fact that humaneness is not the inevitable companion of cultural literacy.

In too many ways our formal educational mechanisms have become "professionalized." The university has become an ag-

ency for preserving the values of society rather than a forum of criticism, clarification, and transformation of those values. Professors lecture but they do not profess. We seem largely to have lost sight of the indispensable ideal of liberal learning: to seek constantly to determine to what extent our educational processes can go beyond intellectual development, cultural enrichment, and influence on taste and move towards a humanizing effect that means some real transformation of the person.

Benjamin F. Ward



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LEON
BLUM

MUSÉE DE L'HISTOIRE DE FRANCE

EXPOSITION - MUSEE DE L'HISTOIRE DE FRANCE
DE L'EMPIRE 1804 - FÉVRIER 1973



Joel Colton

Professor of History

Does history belong to the humanities or to the social sciences, we are often asked. One can argue the case either way. As humanities, history helps to carry on a continuing dialogue as old as the Garden of Eden, Socrates, and Confucius about the human condition and the efforts to seek approximate and imperfect solutions to unresolvable dilemmas. As social science, history seeks to arrive in as precise a way possible at patterns of social change and the evolution of human institutions in society.

Two bits of wisdom about history and historians, both stemming from non-historians, are worth noting. One is the oft-quoted sagacious dictum of George Santayana that those who do not study the errors of the past are bound to repeat them. The other, originating with John Maynard

Keynes, is that it is short-sighted to study only the past in order to understand the present. But what can history tell us about the future? Who in 1900 could have predicted that the twentieth century, despite phenomenal advances in science, technology, and human well being, would record a harvest of wars, dictatorships, and unparalleled human destruction? Who only a dozen years from now will venture to sketch the outlines of the next century? There is one insight that those of us who study the past can count on with some certitude to hold true for the future and that we are happy to share with everyone. History teaches us to expect the unexpected — a modest counsel perhaps, but one that is compelling, and can even lead to a tempered optimism.

Joel Colton



John Ott

Associate Director of
The Leadership Program

We spend so much of our lives waiting for that magic moment when the world will change, and we will too, when we will put aside our failings and petty obsessions and become "serious", start to "matter", start to live according to our own values and dictates rather than others'. Many of you who are graduating no doubt expect that this may be that moment.

My own experience has revealed a somewhat different truth for me. I no longer believe that such a moment will occur, that I will suddenly change, that suddenly I will be the person I hope to be. Each moment I act constitutes me. Each moment I choose to be less, the harder it becomes to be more.

This truth both disturbs and inspires me. With little provocation, I can easily dwell on all of the times I have chosen to be less. On the other hand, I also now know that I can choose — right now — to be more, that I do not have to wait for some magic moment, that that moment can be now. And that's what I would like to offer to each of you: the challenge to take your lives more seriously now, to understand that you have energy, intelligence, passion, and resources right now, and that you can employ these talents and resources to make a difference in many people's lives right now. You don't have to wait for more education, or more experience, you don't have to wait for someone else's approval or permission. You can act now.

And I would like to offer the truth of Don Juan:

"For me the world is weird because it is stupendous, awesome, mysterious, unfathomable; my interest has been to convince you that you must assume responsibility for being here, in this marvelous world, in this marvelous desert, in this marvelous time. I want to convince you that you must learn to make every act count, since you are going to be here only for a short while; in fact, too short for witnessing all the marvels of it."

John Ott



James David Barber

James B. Duke Professor of Political Science and Policy Studies

Senior, now that you know how you should have used Duke to better yourself, tell your sibling. Now that you know that life can slide down into nothing much more than drift and plod, now that you know that hard work only works beneath vision, now that you know that thinking can be a great deal of fun, pass it on. Tell your little brother or sister that college these days is a fantastic smorgasbord, a wildly various gaggle of serious and silly intellectual searches, taught by lively and wooden brains, a table sprawled with mental nutrition and trivial distraction, from which, if he or she is wise, thoughtful picking is to be done. Tell the him or her in line behind you that you wish you had revved up your being and made the most of an experience never, no never, to be your chance again. And that, for all your error, you carry away a certain sack of understandings that really do belong to you, because you have made them your own and shaped them to fit the best of your being.

Alum, now that you have suddenly toppled from college senior to world freshman, what can this ancient mariner show you as to how to navigate your next trip? Take hold of the wheel. Think not only about where you are going next, but what you will be doing for the rest of your voyage. And if you

possess that kind of imagination, see yourself standing on the dock at the last harbor, glancing back and thinking of which turn you wish you'd made. For if there is any clear distinction stamped upon your privileged generation, this is it: what was given now is chosen. What your grandfather took for granted as the natural requirements of the life he had grown into, you (and more so, your grandchild) will invent for yourself. What job? What spouse (if any)? Children when? Where to live? How to live? What to believe in and what to make of that?

And not only you must choose — even by not choosing. So must this nation of yours, this land of the free and home of the brave, meant to give liberty and justice for all. You owe your country your help. Being lucky, you should help the unlucky. Being tuned into affairs, you should help build peace. That business can be a good deal more exciting than the business of getting rich, and then richer, so as to buy an elegant grave-stone. I hope you have muscled out of Duke as a compassionate, skeptical activist — a rare bird, but just the one to fly us forward.

James David Barber



Dale B. J. Randall

Professor of English

As you set sail from Duke, you might assure your parents that, appearances to the contrary notwithstanding, you have more intangible than tangible baggage. Even if you have not re-sold most of your texts down at the Bryan Center, you are likely to have a great many intellectual moveables — maybe including the likes of Augustine or Bach or Einstein, or maybe Picasso or Shakespeare.

Let's consider Shakespeare a moment. According to the latest figures, about 43% of the English departments in colleges and universities across the U.S. not only gladly teach the Bard to all comers but also require him of their majors. Nearly anybody can make such statistics do tricks, of course, but we can begin to place this one when we add that the figure has shrunk a little in recent years and that probably it will shrink still further as more teachers of various persuasions complain about the fixity of literary canons or about the rampant (or creeping) sexism, racism, and anti-intellectualism of English department curricula throughout the land. The recently refashioned department at Duke, I hasten to add, is less subject to such complaints than are English departments at most schools. On the other hand, however we try to re-cast ourselves or re-write history, and whatever new angles or tools we may devise (feminism, for instance, has been helpful in prying loose some facts about Shakespeare's plays), Shakespeare is a writer whose work is going to keep right on being important. He himself had it right:

*Not marble, nor the gilded monuments of
princes, shall outlive this powerful rhyme....
(Sonnets 55.1-2)*

Though every year nowadays sees the publication of some 100,000 books in English, neither you nor I need fear for the power of that verse. Whether or not you found some time for Shakespeare here at Duke, his work will always have the capability of enabling us to see and hear new things about ourselves.

Here's hoping, then, that a few of the really great creators of our past are part of the invisible baggage that you take away with you from the campus and that somehow you manage to keep them always fairly close to hand and mind.

Dale B. J. Randall

Phi Beta Kappa



Members

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Rebecca Ann Ament
Michelle Renee Aust
Karen Elizabeth Basile
Michael John Behen
Kenneth Robert Blank
Desten Alexander Broach
Michael Charles Brown
Owen Autry Butler
Yoon-Son Francis Choi
Lynne Beth Cohen
Hilary Lee Cooper
Timothy Watson Cranton
Richard Swain Crawford
Margaret Austin Curtis
Geoffrey Mark Davis
John Alan Diamond
Andrea Maria Dorsch
Mary Margaret Doyle
Tamara Ruth Dukes
Suzanne Duryea

Mark David Ebel
Kathryn Marie Faulkner
Elizabeth Anne France
Stuart Carlen Gauffreau
Maura Lianne Gillison
Sean Patrick Gleeson
Michael Brian Gorman
Allison Emma Gower
Suzanne Marie Gregory
Burton Alexander Gross
Kenzel Duane Hagaman
Kyung Hi Han
Marisa Margaret Hanscum
Kimberly Ann Hawkins
Eugenio Javier Hernandez
Ruth Carson Hobough
Larry Harold Hollier
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Brian Joseph Igel
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David Bruce Ominsky
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Ashok Satty Reddy
Rosemarie Hope Reid
Iyad Salam Saidi
Gregory Warren Schmidt
Elizabeth Louise Searles
Jay Laird Shannon
Brian Perry Skop
Ann Marion Smith
Katherine Smith
Randall William Smith
Rebecca Benton Smith
Michelle Spector
Thomas Marinos Svolos
Sinan Utku
Istvan Ferenc Kaz Vamos
Richard Aaron Weiss
Teresa Lorraine Wooten
Anne Baird Wright
Timothy Noel Young

Like anything worthwhile, study abroad is what you make of it. Grand expectations of fluency in French, knowing the streets of Florence like your hometown, or a torrid romance with a non-Dukie in an exotic locale all require motivation if you really want them to happen. Studying abroad is a learning experience in many ways. First, obviously, is the actual course of study you have chosen to pursue at a foreign university. The wealth of learning available in that new library is not going to get into your mind through osmosis, either. But the knowledge you gain abroad hardly ends in the classroom. As most of us know, traveling alone or with a friend in a foreign country can be a very educational experience. Deciphering train schedules, calculating exchange rates and dealing with customs officers seems very maturing somehow. For students of a foreign language, nothing can increase proficiency more than constant interaction with natives. It is surprising how fluent you can be in a crisis, or when that cute German girl does not speak a word of English! As for your tolerance level, nothing can raise it as quickly as spending a few days in a youth hostel. However adventurous and glamorous it seems, study abroad does more than give you the opportunity to speed down the Autobahn in a rented Porsche 911. It provides the opportunity to experience a different cul-

Study Abroad



ture firsthand, to study in a less pressure-filled environment and to meet amazing new people — including new Duke students.

Whether students spend a summer, semester, or year abroad, those who take advantage of Duke's wide spectrum of study abroad options share a unique realization. One of the most meaningful experiences of an undergraduate's Duke career can — and often does — take place thousands of miles from Durham. Spending time at a foreign university not only increases a student's cultural awareness and intellectual capacity, time abroad also serves to enrich the great experience called "Duke." For many, it is a difficult decision to spend time away from a place where the majority of our friends are concentrated. However, friends made abroad — owing to the qualities of those who decide to attend a foreign university — are often some of the most interesting and exciting peers we are likely to encounter. As a graduating senior, the best advice I can offer is to seriously consider spending time abroad. For me, the experience was amazing. It provided memories and friends that I will cherish as dearly as my best times in Durham.

*Chuck Walker
Trinity 1988*



Oxford







Paris





A horizontal strip of light-colored, torn paper is centered against a solid black background. The word "events" is printed in a bold, black, serif font on the paper. The edges of the paper are irregular and frayed, giving it a torn appearance.

events

Debbie A. Queen

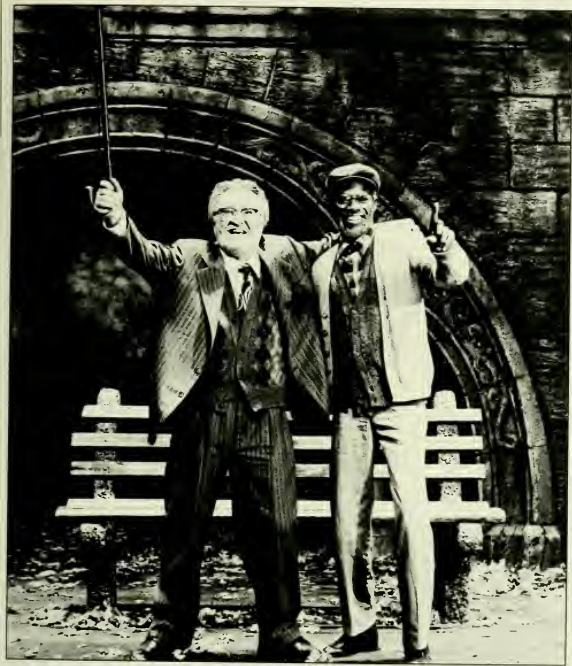


President of the Duke University Union

Broadway at Duke

Steven Wright





I'm Not
Rappaport

The Glass
Menagerie







Abbie Hoffman

Robert Dole





Pat Schroeder

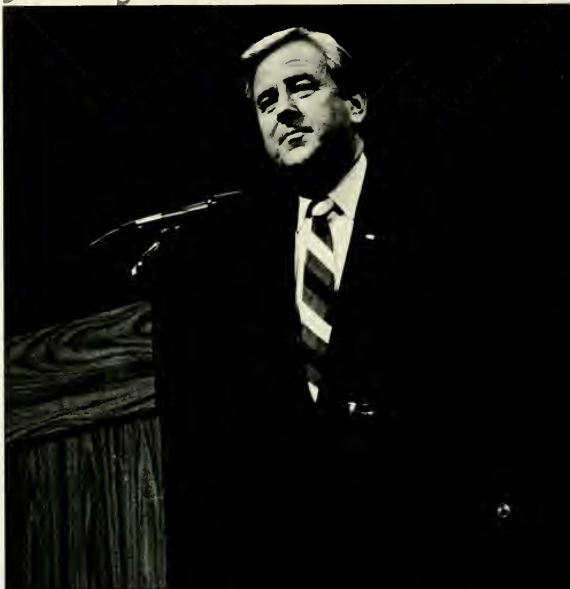




**Robert
Bork**



Jerry Falwell





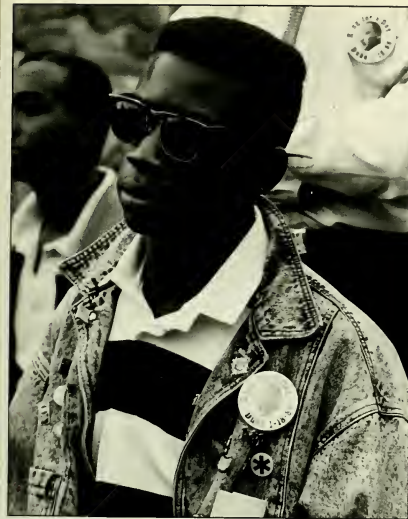
Elie Wiesel







Martin Luther King Day



President Reagan



GENERAL ADMISSION

CONFERENCE ON
SUBSTANCE ABUSE IN THE WORKPLACE:
STRATEGIES FOR THE 1990s

AFTERNOON SESSION: FEBRUARY 8, 1988

CAMERON INDOOR STADIUM
DUKE UNIVERSITY
DURHAM, NORTH CAROLINA



FEATURING AN ADDRESS BY

PRESIDENT RONALD REAGAN

DOORS OPEN AT 11:45 A.M.

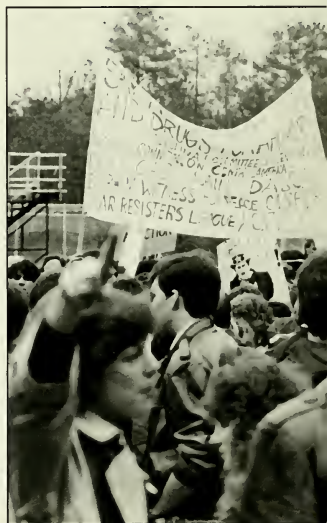
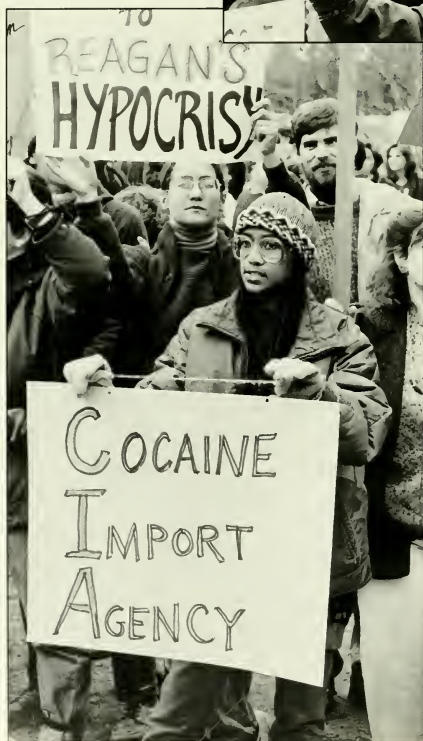
AUDIENCE MUST BE SEATED BY 1:20 P.M.

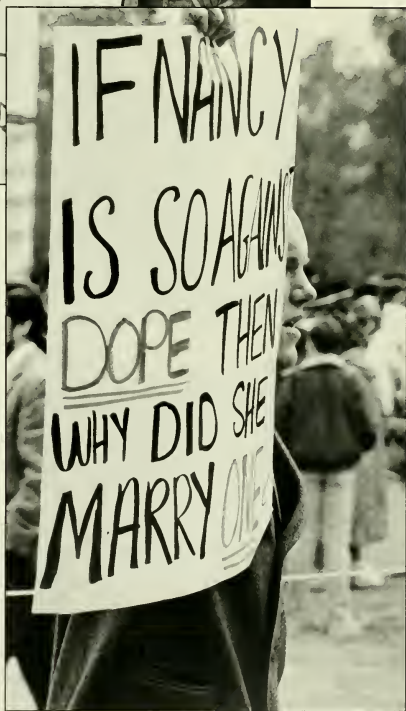
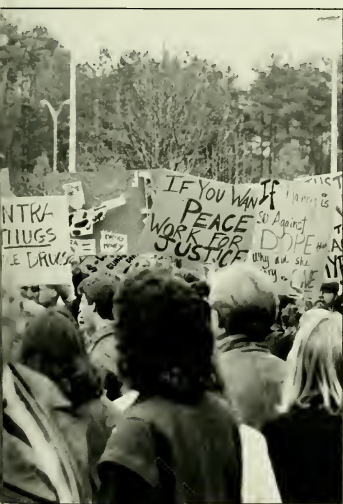
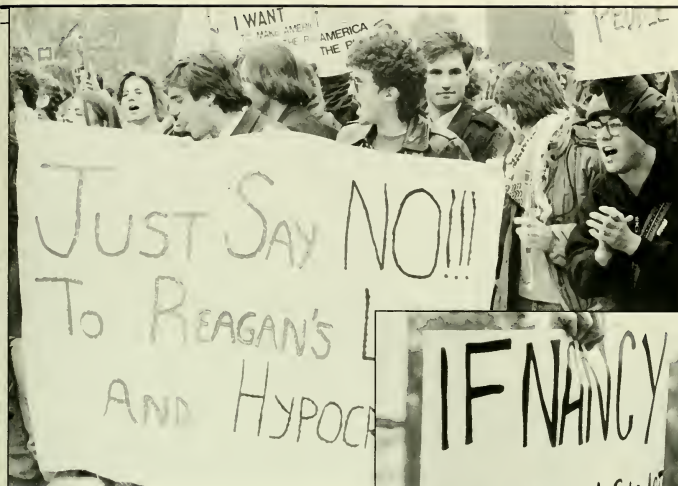
CONFERENCE SPONSORS:

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GOVERNOR, STATE OF NORTH CAROLINA

H. KEITH H. BRODIE, M.D.
PRESIDENT, DUKE UNIVERSITY







Dr. Zbigniew Brzezinski



Step Show



Dutchman

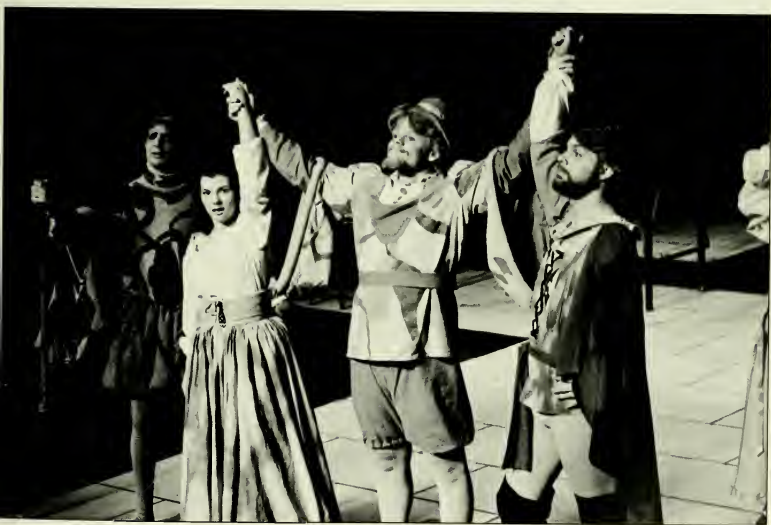




World Premier Festival



The Taming of the Shrew



Sound Effects





Public Eye/Private Ear

Circus Cervantes









Kiss Me Kate





Once Upon a Mattress





athletics

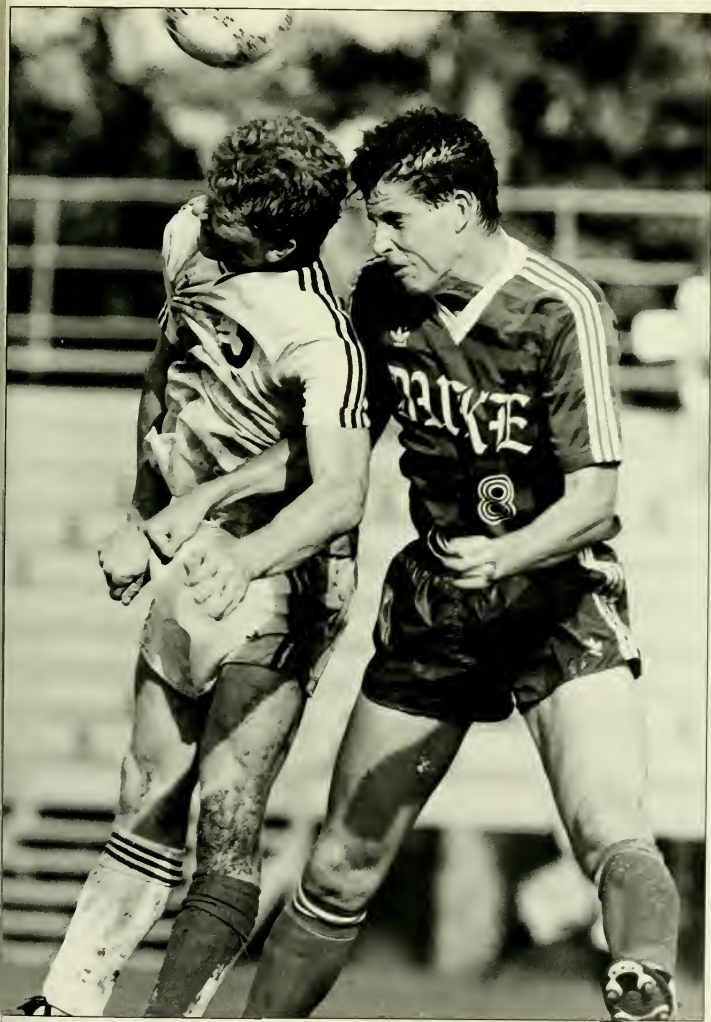
Chris A. Moreland



Women's Basketball Most Valuable Player for the second year in a row. Number 24.

Soccer





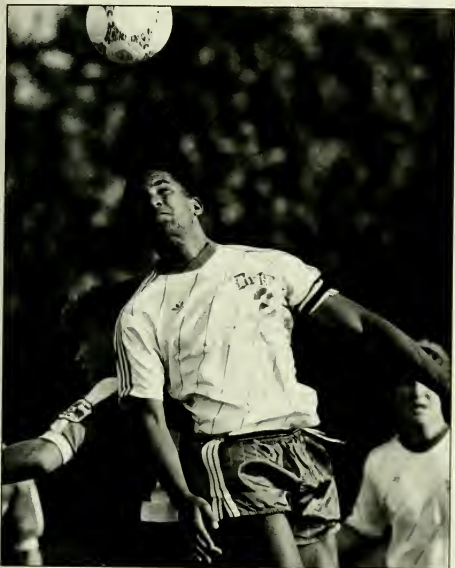












Football

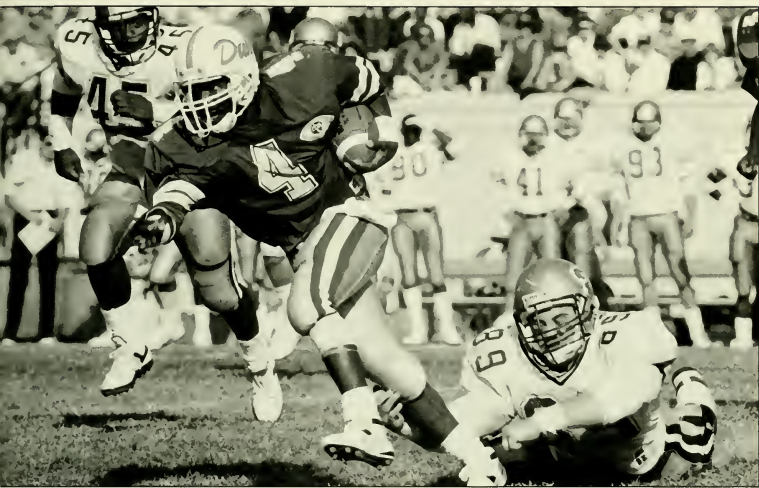




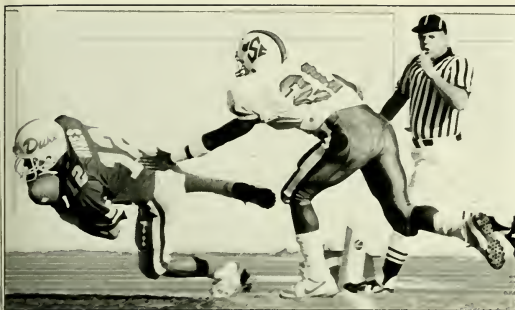




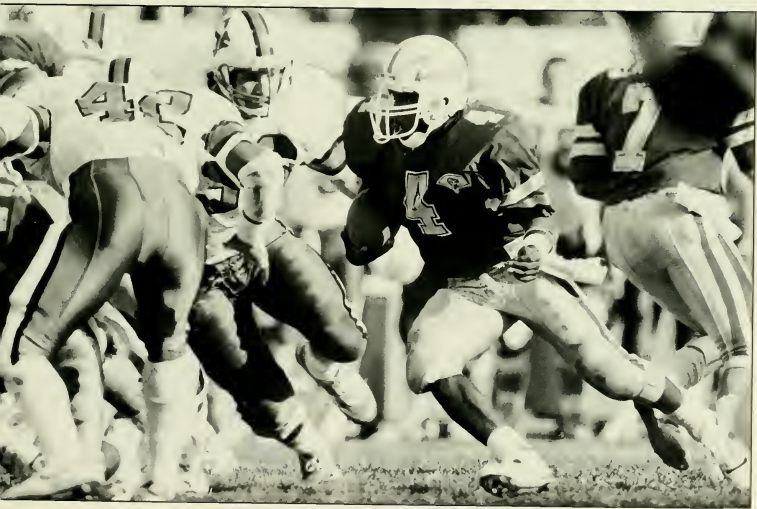














Basketball

ACC Champions
NCAA East Regional Champions
NCAA Final Four

Appalachian St.	W	110-74
East Carolina	W	94-45
Northwestern	W	79-57
Davidson	W	105-71
Harvard	W	121-62
Florida	W	93-70
Arizona	L	85-91
William & Mary	W	101-70
Miami	W	107-69
Virginia	W	77-59
Saint Louis	W	69-53
Maryland	L	69-72
North Carolina	W	70-69
Wake Forest	W	103-70
Stetson	W	81-78
Clemson	W	101-63
Georgia Tech	W	78-65
N.C. State	L	74-77
Notre Dame	W	70-61
Wake Forest	W	98-67
Maryland	W	90-83
Virginia	W	73-54
Kansas	W	74-70
N.C. State	L	78-89
Georgia Tech	L	87-91
Clemson	L	77-79
North Carolina	W	96-81
Virginia	W	60-48
N.C. State	W	65-61
North Carolina	W	65-61
Boston	W	85-69
SMU	W	94-79
Rhode Island	W	73-72
Temple	W	63-53
Kansas	L	59-66

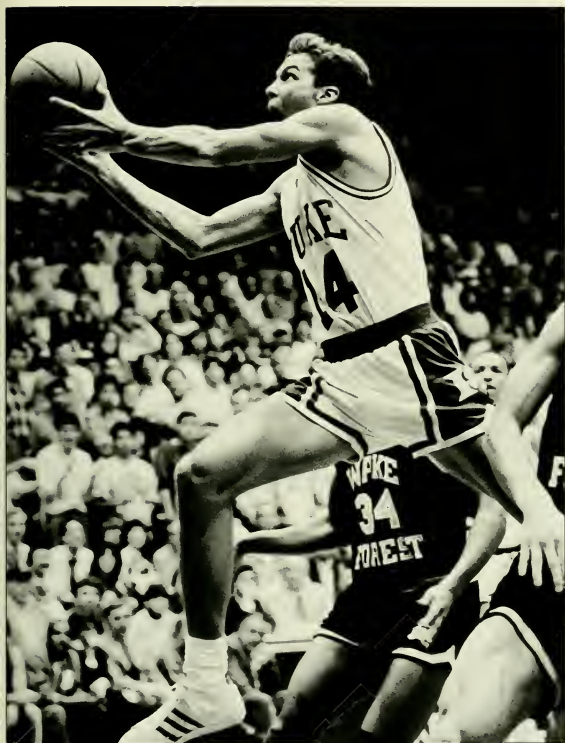
RECORD: 28-7 ACC:9-5



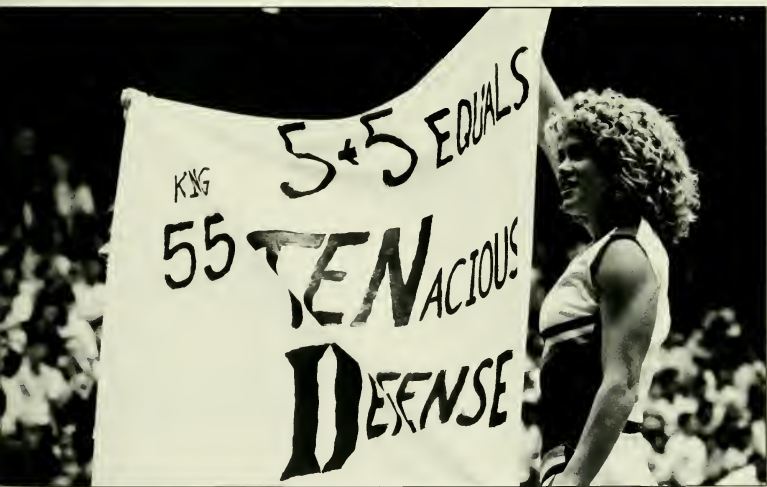




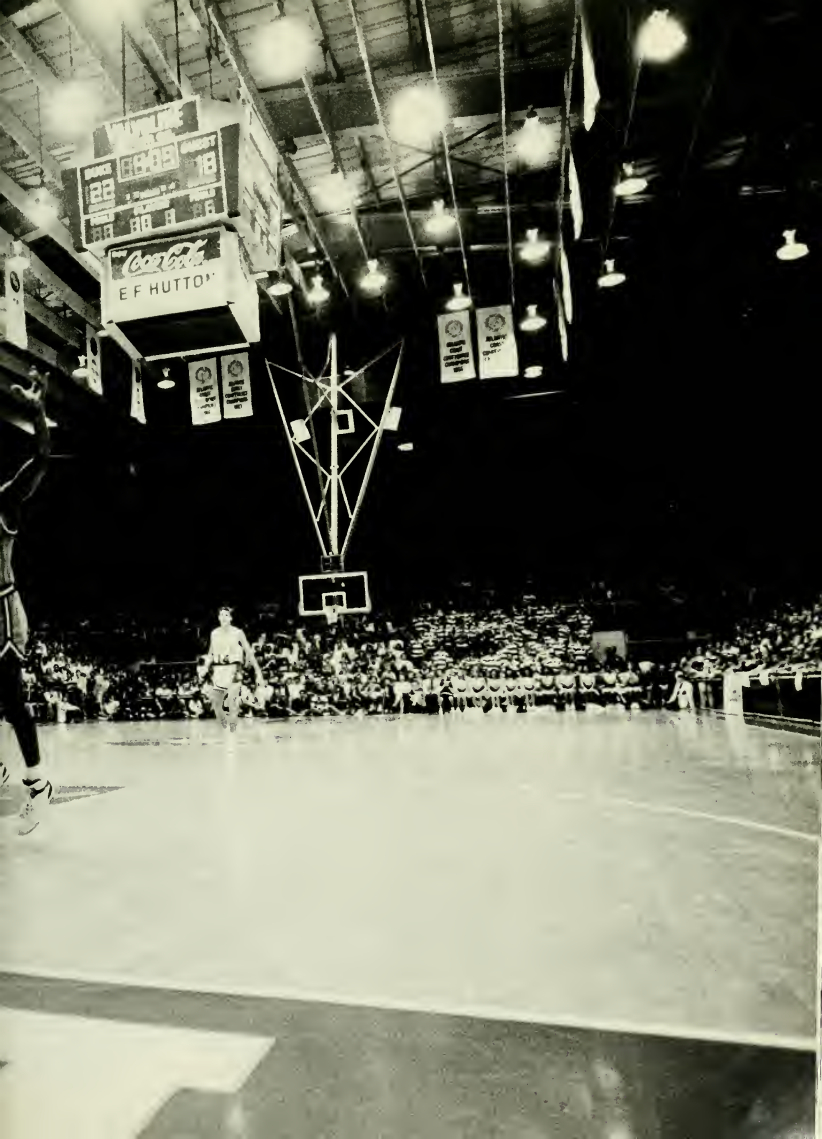












WARRIORS

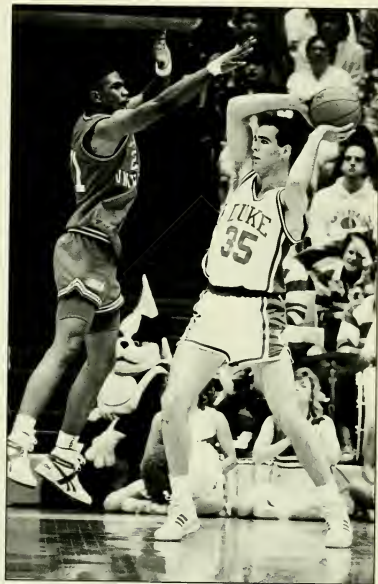
SCORE	64-42	18
TIME	1:00	
PERIOD	1	
REBOUNDS	11-11	11
ASSISTS	11-11	11

Coca-Cola
E.F. HUTTON

WARRIORS
WARRIORS

WARRIORS
WARRIORS











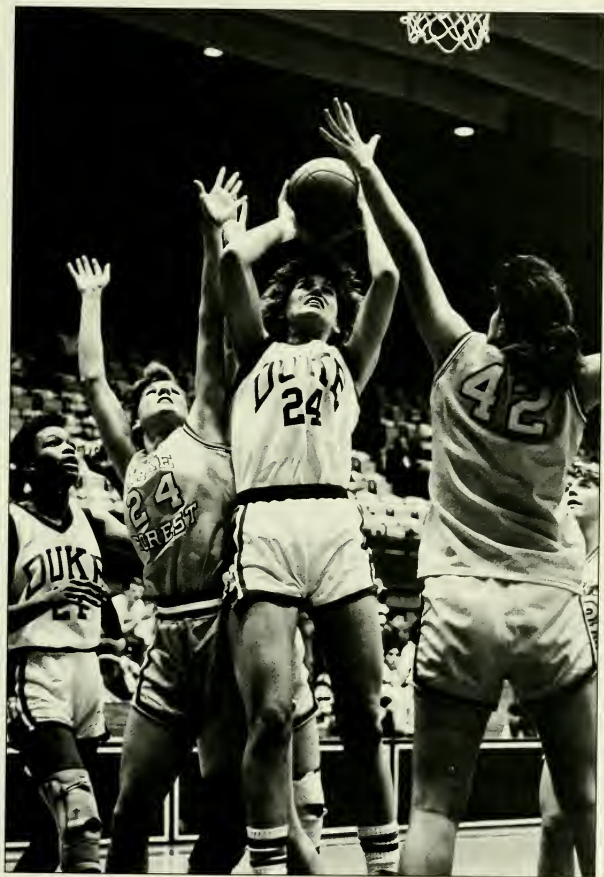




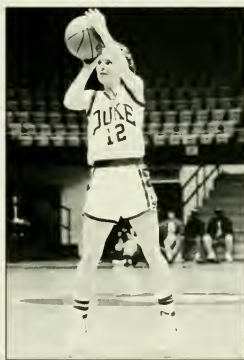


Women's Basketball





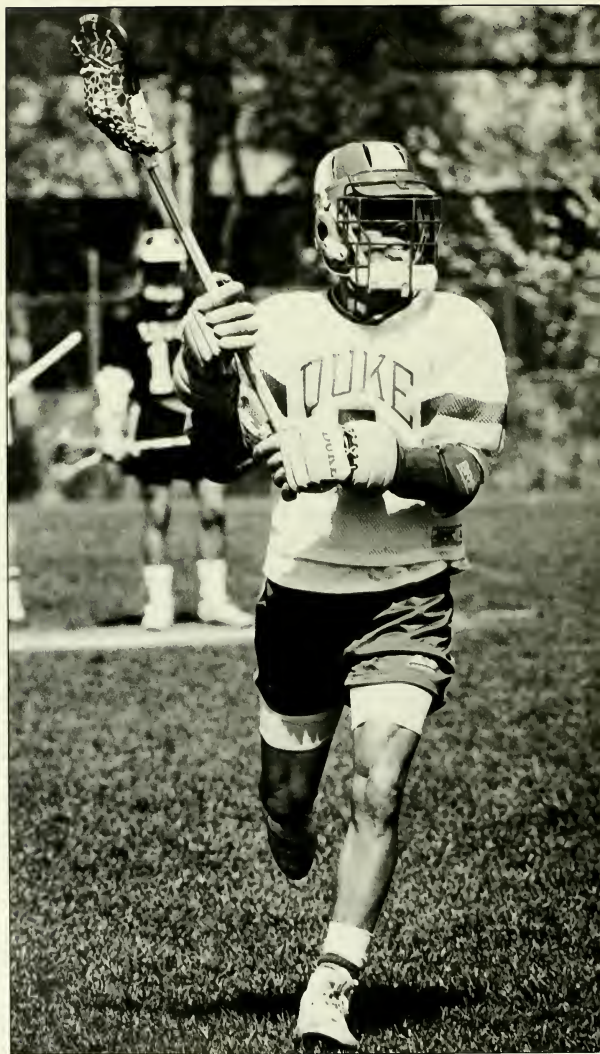






Wrestling







Lacrosse







Women's Tennis 1988 ACC Champs

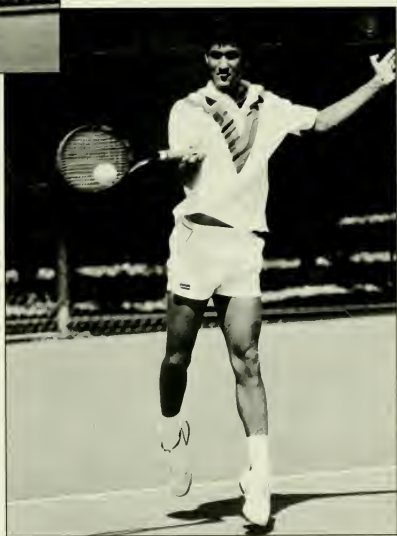






Men's Tennis





Track and Field





Field Hockey





Volleyball





Rugby





Football

Colgate	W	41-6
Northwestern	W	31-16
Vanderbilt	W	35-31
Virginia	L	17-42
Rutgers	L	0-7
Clemson	L	10-17
Maryland	L	22-23
Georgia Tech	W	48-14
Wake Forest	L	27-30
N.C. State	L	45-47
UNC	W	25-10

Record: 5-6 ACC: 2-5

Soccer

UNC	L	1-2
Winthrop	W	4-0
Jacksonville	W	7-0
N.C. Wesleyan	W	4-1
Stanford	W	2-1
Evansville	L	0-1
N.C. State	W	5-0
UNC-Greensboro	W	1-0
Clemson	W	2-0
UNC-Asheville	W	8-0
Maryland	W	1-0
Connecticut	W	2-1
Fairfield	W	5-0
Belmont Abbey	W	5-0
South Carolina	L	0-1
Virginia	T	0-0
Wake Forest	W	1-0
N.C. State	L	0-3
UNC	L	0-2

Record: 13-5-1 ACC: 4-1-1

Volleyball

Season: 15-16

ACC: 4-2

ACC Tournament: 2-1

Lacrosse

Penn State	W	22-8
Boston College	W	18-4
St. John's	W	11-10
Maryland	L	5-10
Virginia	L	9-16
New Hampshire	W	14-3
Roanoke	W	14-6
UMBC	W	13-3
Delaware	L	7-12
Guilford	W	10-9
Loyola	W	9-8
UNC	L	9-18

Record: 8-4 ACC: 0-3

Field Hockey

James Madison	W	4-2
Pfeiffer	W	1-0
Davidson	W	6-0
Northeastern	W	1-0
Wake Forest	W	1-0
William & Mary	L	0-4
Richmond	T	1-1
Appalachian St.	W	4-0
Radford	W	4-1
Longwood	W	4-2
Virginia	L	1-4
UNC	L	0-2
Rutgers	T	1-1
Maryland	L	1-5
Loyola	L	1-2
Maine	T	3-3
Wake Forest	W	5-0
UNC	L	1-8
High Point	W	6-0

Record: 10-6-3

Fencing

Men's Record: 6-8

Women's Record: 4-10

Baseball

Record: 10-33 ACC: 3-16

Women's Basketball

Wisconsin	W	86-66
Howard	W	83-71
USC	W	78-75
Providence	W	87-75
E. Tennessee St.	W	86-48
East Carolina	W	68-49
Harvard	W	86-61
California	W	85-57
San Jose St.	W	85-47
Purdue	W	76-71
Boston U.	W	73-58
Clemson	W	68-61
Maryland	L	73-83
Wake Forest	L	57-58
Georgia Tech	W	77-71
N.C. State	L	85-97
Virginia	L	49-72
UNC	L	65-66
Georgia Tech	W	80-71
Clemson	L	65-78
Notre Dame	L	66-78
Old Dominion	W	83-81
Maryland	W	81-73
Wake Forest	L	59-62
UNC	L	64-68
N.C. State	W	68-66
Virginia	L	67-79
Clemson	L	65-81

Record: 17-11 ACC: 5-9

Women's Tennis

William & Mary	W	5-4
Georgia	W	5-4
Princeton	W	8-1
Davidson	W	9-0
U.S. International	L	3-6
Oklahoma	W	6-0
Northwestern	W	8-1
Michigan	W	7-2
North Florida	W	8-1
Virginia	W	7-2
Maryland	W	8-1
Pepperdine	L	4-5
Brigham Young	L	3-5
Houston	W	6-2
South Florida	W	8-1
Clemson	W	8-1
Florida	L	1-5
Wake Forest	W	7-2
Syracuse	W	6-0
Rollins	W	8-1
North Carolina	W	7-2
Georgia Tech	W	8-1
N.C. State	W	7-2
Kentucky	L	0-9
Mississippi St	W	5-2
Georgia Tech	W	6-3
Virginia	W	9-0
Wake Forest	W	6-3

Record: 23-5 ACC: 7-0

Wrestling

Southern Connecticut	W	31-14
Virginia	L	12-21
George Washington	W	34-6
UNC	L	
Clemson	L	6-31
Livingstone	W	39-10
Campbell	L	27-15
Maryland	L	8-31
Howard	W	50-2
The Citadel	W	42-3
N.C. State	L	17-28
Virginia Tech	W	46-4

Record: 6-6 ACC: 0-5

Men's Tennis

Record: 25-5 ACC: 5-2

Men's Swimming

Record: 4-5 ACC: 0-3

Women's Swimming

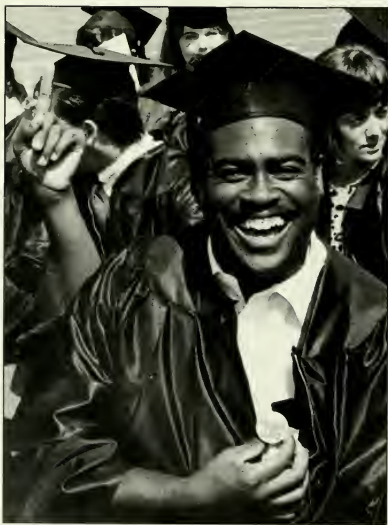
Record: 6-3 ACC: 0-3

seniors

Donna M. Gennarelli



Senior Class President, 1988



Graduation 1988



class of '88



I want to speak to you today about questions, about pertinent questions and impertinent questions, and where you might expect them to lead you. I'm confident that your education has been fairly studded with pertinent questions yielding impertinent answers.

But how many of you learned to turn that around, to ask the impertinent question to get at that which is pertinent?

The impertinent question is the glory and engine of human inquiry. Whether revered or reviled in their lifetimes, history's movers framed their questions in ways that were entirely disrespectful of conventional wisdom. Civilization has always advanced in the shimmering wake of its discontents. As the writer Tristan Vox put it, "Doubt is precisely what makes a culture grow." How many of what we call our classics were conceived as the breaking of laws, exercises in subversion, as the expression of doubt about the self and society that could no longer be contained?

The value of the impertinent question should be self-evident to Americans, for at no time in human history has it been asked more persistently and to greater effect than during the course of the American experiment. It is at the very core of our political and cultural character as a people and we owe our vitality to its constant renewal.

The impertinent question — the means by which we affirm our noblest impulses as a people. But what about the impertinent question as it pertains to us as individuals? Bronowski had an addendum to his comments on the subject. "Ask the same kind of question," he charged, "not about the outside but the inside world; not about facts but about self."

The best your college education can do for you now is remind you that it's one thing to be self-absorbed, and quite another to be self-aware. It comes down to a matter of being open, of seeing. It comes down to a matter of remaining intrigued enough by life to welcome its constant renewal. In short, it comes down to the impertinent question.

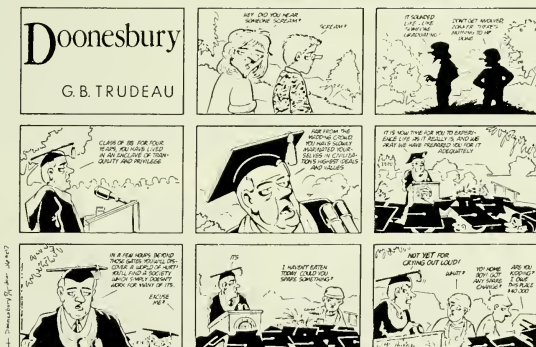
Garry Trudeau, 1988 Commencement speech, abridged.



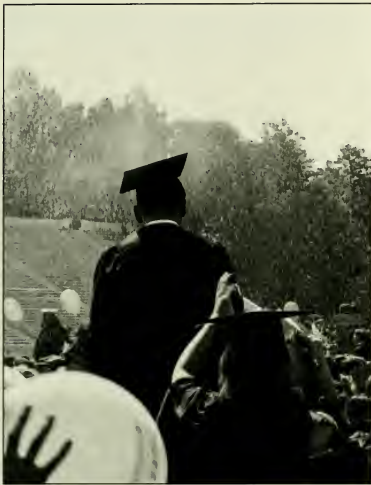
Garry Trudeau

I want to speak to you today about questions, about pertinent questions and impertinent questions, and where you might expect them to lead you.

1988 Commencement Speaker and Pulitzer-Prize winning cartoonist.







class of 88

Anne K Aaron
Charles H Abelmann
Jill A Abernethy
Erik J Abkemeier
Daniel Abrams



Edra S Abramson



Edward T Acerno



Beatrice M Acland
Jennifer S Adair
Stephen G Adams
Judith M Adkins
Scott H Adler



Steven J Adolph
Syed A Ahmad
Jane E Aiken
Karen P Aippersbach
Julie A Alagna



Dana S Albert
Melinda S Albert
Gregory J Alcorn
Ann Marie Alexander
Nicole D Algren





Charles E Allen
Jeffrey D Allen
Martha P Allen
Norman S Allmen III
Leigh A Alvarado



Ramon Alvarez
Natalie J Amalong
Peter T Aman
Susan L Amster
Paula M Andersen



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David F Anderson
Holly E Anderson
Jeffrey W Anderson
Andrew R Andreasik



B Sharon Andrews



Bryan W Andrzejewski



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Robin C Anthony
Daria S Antonucci
Gerard W Appert
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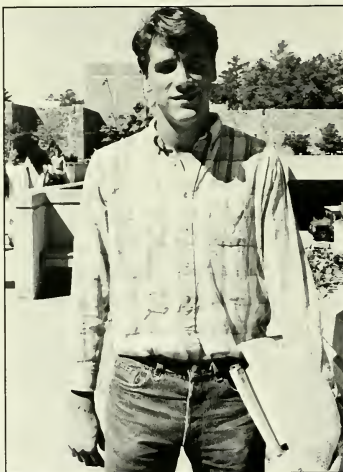
Katherine L Armfield
 Sonya R Arnold
 John H Arundel
 Kimberly R Asch
 Lisa A Ashby



Joseph P Atkins
 Michelle R Aust
 Gary R Austin
 Gordon B Austin
 Joy L Austin



Mary B Austin
 Theresa Awed



Ruth E Axman
 Lawrence R Babb Jr

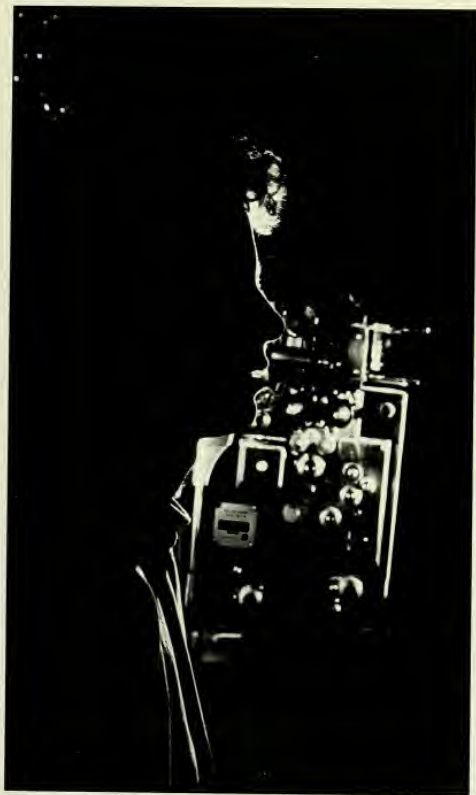


Kari M Babinski
 Kirstin A Bailey



W Brock Bair
 Marisa F Baldassano
 Dorothy S Baldwin
 Jim M Balis
 Megan Balyeat





Adam D Bandeen



Sharon L Banko



Shelly L Bankston



Kelty L Barber



Brian J Barker



Virginia H Barker
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Shari B Berger
Susan J Bergeron
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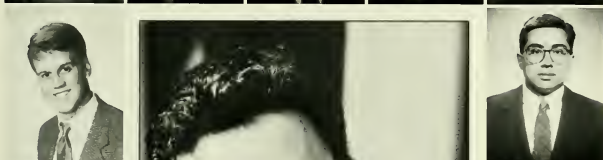




Troy L Brickhouse
Philip H Briggs
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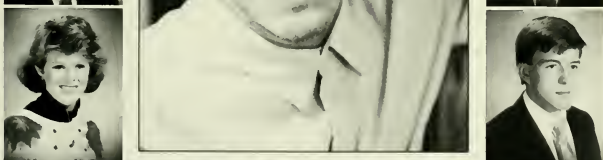
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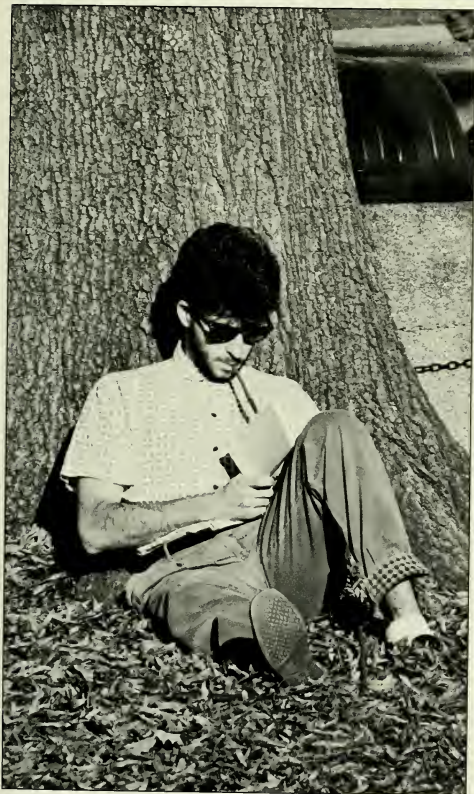


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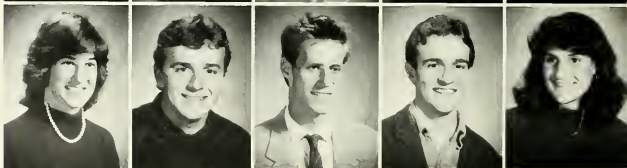
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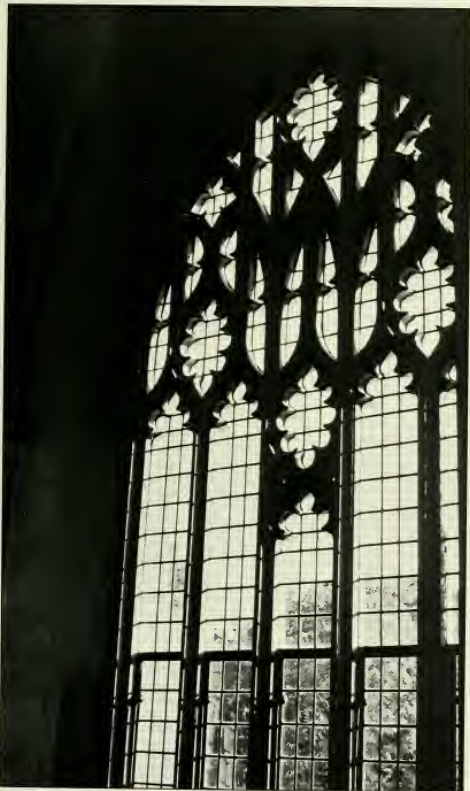


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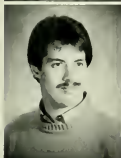
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Razmic S Gregorian
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Ruby Grewal
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Steven A Harrison
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Barry J Hassett
Michael E Hatch
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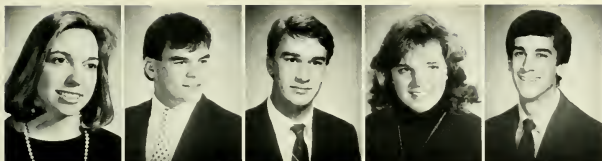


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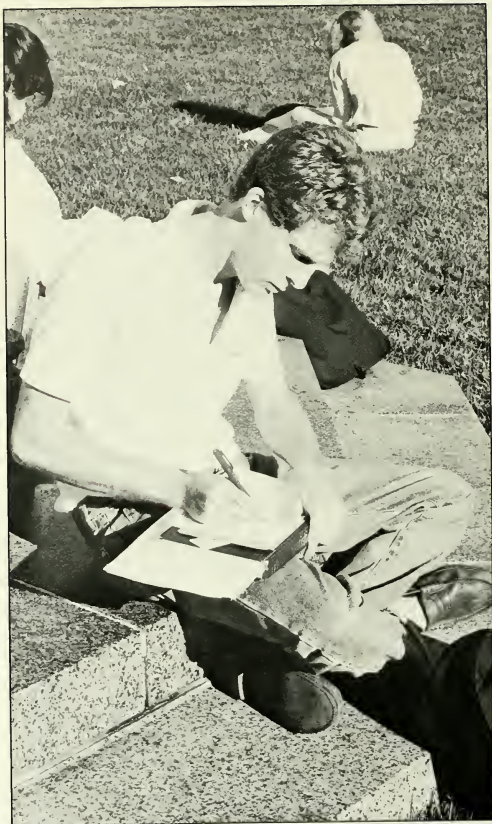
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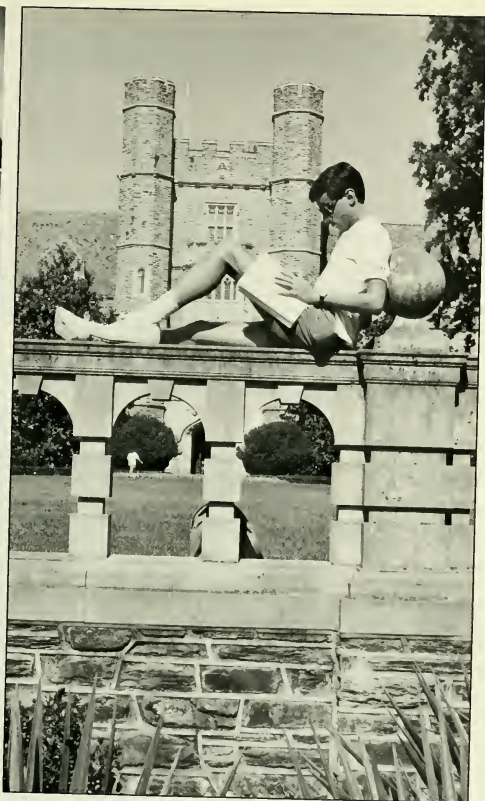
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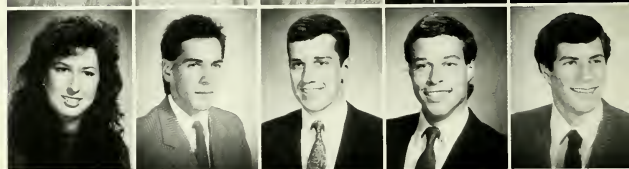
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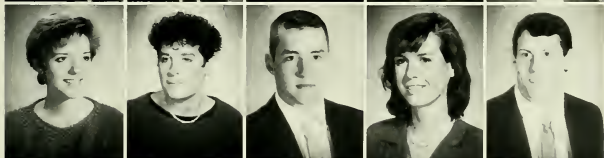




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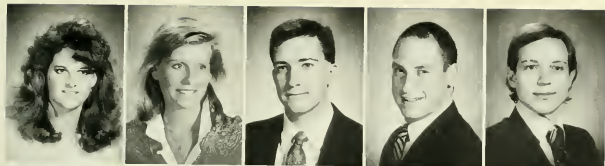


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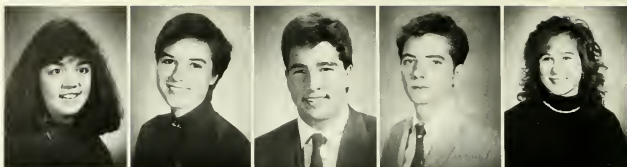
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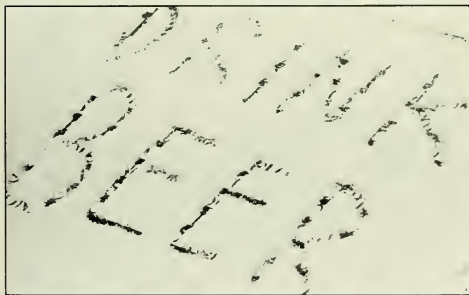
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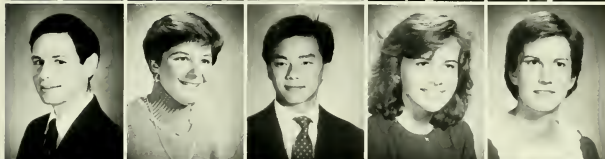




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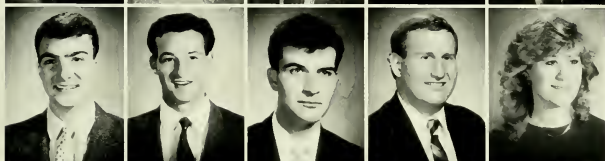




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In 1957, my father, John Cobb Goodall, Jr., was voted "ugliest man on campus" by the Duke University Chanticleer. He is actually quite handsome, and if, after 31 years, it is any consolation, this book is respectfully dedicated to him.

The images in this book speak for themselves. They are the work and pride of twelve dedicated photographers who have tried to show Duke as they see it. Unfortunately, one book can not contain every face and facet of the University, but our purpose has continually been to photograph as many people and events as possible.

Any errors or shortcomings displayed in this book would have been greater without the assistance of my staff. For their imagination, boundless enthusiasm and hard work I will always be thankful.

Dana T. Goodall

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